

**Herman (Leonard) Intermediate
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education**

Address:	5955 Blossom Ave. San Jose, CA , 95123-4032	Principal:	Ms. Christy Flores, Principal
Phone:	(408) 226-1886	Grade Span:	5-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Ms. Christy Flores, Principal

📍 Principal, Herman (Leonard) Intermediate

Contact

Herman (Leonard) Intermediate
5955 Blossom Ave.
San Jose, CA 95123-4032

Phone: [\(408\) 226-1886](tel:(408)226-1886)
Email: cflores@ogsd.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2024–25)

School Name	Herman (Leonard) Intermediate
Street	5955 Blossom Ave.
City, State, Zip	San Jose, CA , 95123-4032
Phone Number	(408) 226-1886
Principal	Ms. Christy Flores, Principal
Email Address	cflores@ogsd.net
Website	https://herman.ogsd.net
Grade Span	5-8
County-District-School (CDS) Code	43696256068167

School Description and Mission Statement (School Year 2024–25)

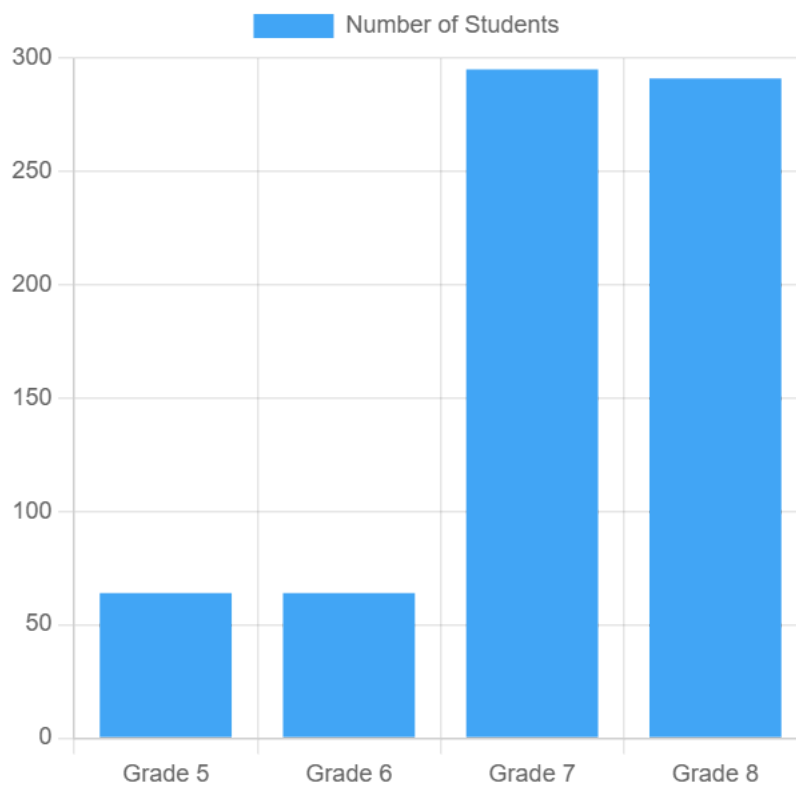
Herman Intermediate School and the AdVENTURE/STEM Program’s vision is to create a 21st-century middle school that engages students, staff and the community. We are devoted to providing an exceptional educational organization where, at the core, we have a safe, respectful and responsible, student centered learning environment. We have created a rigorous 21st century academic program balanced with the development of personal relationships between our students, staff, and community. Our academic program focuses on common core instruction with an emphasis on project-based learning and the integration of technology. We use our equity lens and the cycle of inquiry to develop high expectations for all students as we evaluate student performance through our professional learning communities model as a vehicle for continuous improvement to adjust our instruction. We strive to

ensure that all students leave Herman as responsible, active, global citizens in the digital age, ready for college, career and beyond.

In order to meet the ever changing demands of student needs, Herman has a specialized program for students in grades 5-8 within our campus, focused on Science, Technology, Engineering and Math called the AdVENTURE program. The program supports students to become lifelong learners, adept in the use of critical thinking and 21st-century skills through an integrated curriculum. Our vital signs of student progress include possession of high-level technological skills, critical thinking and problem-solving, accelerating learning for all student groups, acquisition of positive life-skills, self-responsibility and initiative, participation and collaboration in school activities. During this unprecedented year we had the task of implementing an online learning model that would continue to offer a strong academic program in conjunction with social-emotional learning platforms. Herman and AdVENTURE have accomplished this goal by using various technology tools to foster the engagement, socialization and emotional well-being of our students.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 5	64
Grade 6	64
Grade 7	295
Grade 8	291
Total Enrollment	714



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.10%
Non-Binary	0.10%
American Indian or Alaska Native	0.00%
Asian	27.20%
Black or African American	2.50%
Filipino	4.10%
Hispanic or Latino	38.90%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	8.00%
White	18.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.90%
Foster Youth	0.10%
Homeless	1.30%
Migrant	0.10%
Socioeconomically Disadvantaged	36.40%
Students with Disabilities	9.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.60	90.37%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.57%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	3.10	9.03%	22.40	5.32%	18854.30	6.86%
Total Teaching Positions	35.00	100.00%	420.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.50	97.11%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.90	2.86%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	33.50	100.00%	412.30	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	97.38%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.59%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	32.00	100.00%	392.30	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.8

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.20	0.00	0
Total Out-of-Field Teachers	0.20	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	2.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All adopted materials use the Common Core standards and apply to all public schools in the state—the textbooks we use, and the tests we give are based on these content standards. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbook selection involves a committee of teachers reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee recommends approval to the Board of Education.

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	5-8: Expeditionary Learning Adopted 2015	0
Mathematics	EnVision, Savvas (K-8) Adopted 2024	0
Science	TK- 8: Twig Science Adopted 2023	0
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Herman is a large intermediate school with several classroom buildings, a large gym, and a central library, administration, and classroom building.

At the time of the inspection overall condition was good. Small work orders need to be done for poor lighting

School Facility Good Repair Status

At the time of the inspection overall condition was good. Small work orders need to be done for poor lighting

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	A work order was placed to fix a ballast that was not working and classrooms with poor lighting.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	70%	67%	48%	46%	46%	47%
Mathematics (grades 3-8 and 11)	58%	56%	41%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	714	696	97.48%	2.52%	66.95%
Female	354	345	97.46%	2.54%	68.70%
Male	360	351	97.50%	2.50%	65.24%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	192	191	99.48%	0.52%	90.05%
Black or African American	18	18	100.00%	0.00%	55.56%
Filipino	29	29	100.00%	0.00%	82.76%
Hispanic or Latino	278	268	96.40%	3.60%	46.27%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	54	94.74%	5.26%	81.48%
White	134	130	97.01%	2.99%	68.46%
English Learners	71	62	87.32%	12.68%	17.74%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	265	257	96.98%	3.02%	56.03%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	64	92.75%	7.25%	15.63%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	714	694	97.20%	2.80%	55.99%
Female	354	341	96.33%	3.67%	53.08%
Male	360	353	98.06%	1.94%	58.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	192	192	100.00%	0.00%	81.77%
Black or African American	18	18	100.00%	0.00%	38.89%
Filipino	29	29	100.00%	0.00%	68.97%
Hispanic or Latino	278	262	94.24%	5.76%	30.53%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	54	94.74%	5.26%	70.37%
White	134	133	99.25%	0.75%	62.88%
English Learners	71	65	91.55%	8.45%	15.38%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	265	252	95.09%	4.91%	44.05%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	64	92.75%	7.25%	12.50%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	60.56%	60.06%	35.97%	36.40%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	345	97.73%	2.27%	60.06%
Female	174	172	98.85%	1.15%	56.98%
Male	179	173	96.65%	3.35%	63.16%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	97	96	98.97%	1.03%	75.00%
Black or African American	--	--	--	--	--
Filipino	18	18	100.00%	0.00%	72.22%
Hispanic or Latino	123	117	95.12%	4.88%	37.93%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88%	3.12%	77.42%
White	69	69	100.00%	0.00%	67.65%
English Learners	29	27	93.10%	6.90%	15.38%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	144	140	97.22%	2.78%	53.96%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	25	78.13%	21.87%	8.70%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{(The total number of students enrolled at time of testing)}}$$

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	94%	95%	95%	92%
7	89%	98%	91%	89%	95%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

District Advisory Council Parent Faculty Club Hispanic Parent Group Building Leaders and Activists through Collective Knowledge (The B.L.A.C.K. Program) Community Events Back to School Night Parent Orientation Student Exhibition Nights (4 times yearly) Parent Information Nights (4 times yearly) Community Events (Cinco de Mayo, Arts Expo, Awards Celebration, Reclassification Ceremony)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	742	732	108	14.8%
Female	370	364	58	15.9%
Male	371	367	49	13.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	195	194	11	5.7%
Black or African American	18	18	6	33.3%
Filipino	29	29	1	3.4%
Hispanic or Latino	298	289	70	24.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	58	3	5.2%
White	138	138	15	10.9%
English Learners	81	78	15	19.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	281	275	73	26.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	81	30	37.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	4.25%	5.36%	5.12%	2.08%	3.01%	2.78%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.12%	0%
Female	4.59%	0%
Male	5.66%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	1.54%	0%
Black or African American	5.56%	0%
Filipino	0%	0%
Hispanic or Latino	8.05%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	3.45%	0%
White	5.07%	0%
English Learners	9.88%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	8.9%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	12.05%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Herman's School Safety Plan can be found [HERE?](#)

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	32.00		14	
6	32.00		14	
Other**	17.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	32.00	0	14	0
6	32.00	0	14	0
Other**	29.00	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	32.00		13	
6	32.00		14	
Other**	39.00			1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	6	11	5
Mathematics	29.00	2	10	7
Science	32.00		6	12
Social Science	32.00		6	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	5	9	7
Mathematics	29.00	2	11	6
Science	33.00	0	4	14
Social Science	32.00	0	7	11

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	8	8	6
Mathematics	30.00		13	5
Science	32.00		12	6
Social Science	32.00		6	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	370.5

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

We offer a tiered service model for programs and services funded during the 2023-2024 school year. The initial level of academic,

behavioral, and social emotional services and programs happens in the classrooms with teachers. For academics, teachers use board-approved curriculum to support all of the content standards in each grade level. Behaviorally and socially emotionally, teachers use PBIS and PBIS expectations that are taught, reinforced, and rewarded each day of the instructional year. For social emotional support, teachers use a comprehensive SEL curriculum to all students during their advisory period.

The curriculum encompasses calming activities, interactive student activities, positive affirmations and gratitude, brain research, and academic support. The next layer of support and program comes from our administrative support team. The services include referrals to in school counseling, referrals to outside community-based agencies, and individual and family outreach that supports.

We utilize additional parent support opportunities through parent meeting such as home and school association, school site council, the ELAC, and Koffee Klatch. Supplemental academic support is provided through homework center and in-person tutoring takes place outside of the instructional day. Supplemental social emotional and behavioral support comes in the form of counselors doing one-to-one check ins, home visits, and check-ins by phone on a regular basis.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16104.00	\$5697.00	\$10407.00	\$98420.00
District	N/A	N/A	\$10298.00	\$96065.00
Percent Difference – School Site and District	N/A	N/A	0.70%	1.61%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-2.30%	1.43%

Note: Cells with N/A values do not require data.

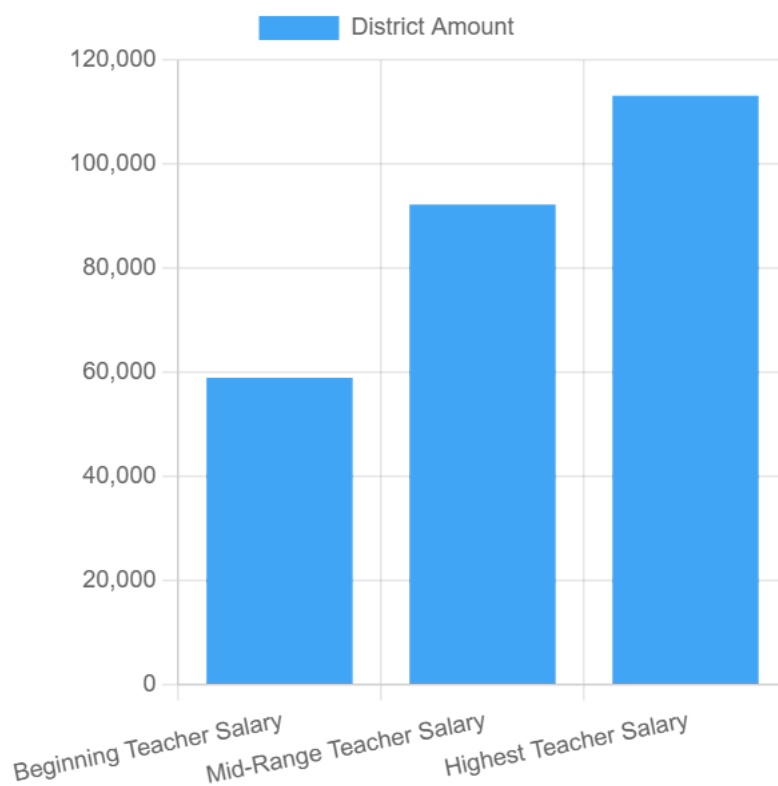
Types of Services Funded (Fiscal Year 2023–24)

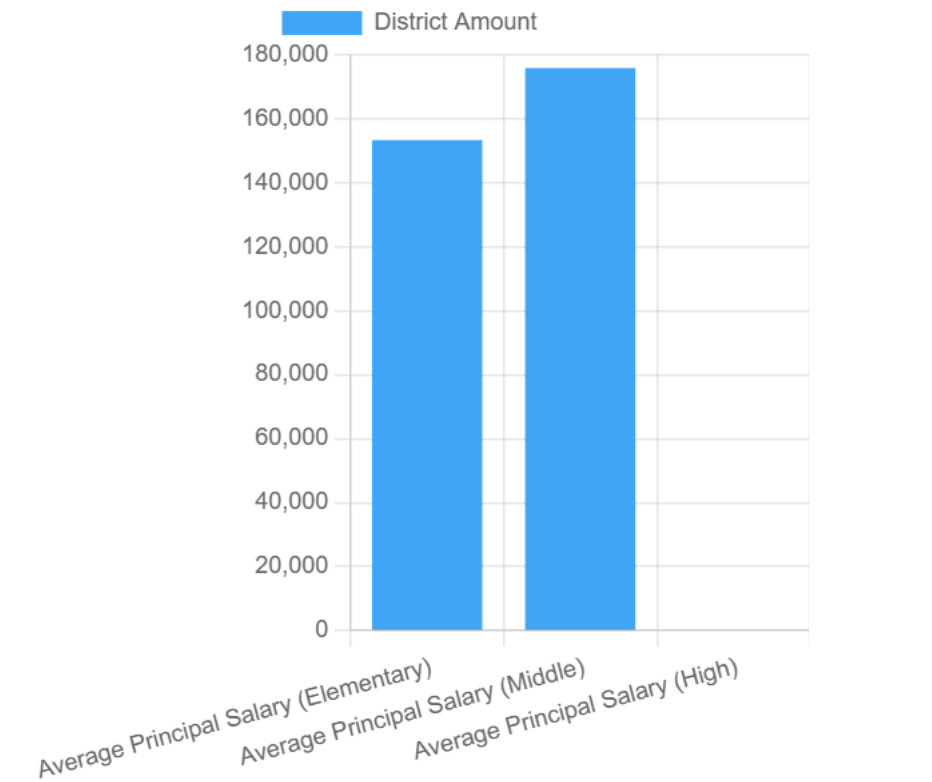
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Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58930.00	\$58552.87
Mid-Range Teacher Salary	\$92230.00	\$93923.91
Highest Teacher Salary	\$113153.00	\$119489.34
Average Principal Salary (Elementary)	\$153409.00	\$149898.11
Average Principal Salary (Middle)	\$175956.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$317729.00	\$270431.60
Percent of Budget for Teacher Salaries	31.06%	31.93%
Percent of Budget for Administrative Salaries	4.73%	5.62%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3